

DOWNLOAD PDF LEISURE AND RECREATION OF EXCEPTIONAL CHILDREN SHERWOOD B. CHOROST

Chapter 1 : Leisure & Recreation Strategies

Chorost, Sherwood B. Child & Youth Services, v10 n2 p Discusses theoretical bases and practical applications of therapeutic leisure and recreation programs in assisting children with mild, moderate, severe, and profound handicaps to become more accepted by their normal peers.

The contents do not necessarily reflect the views and policies of the U. Environmental Protection Agency, nor does mention of trade names or commercial products constitute endorsement or recommendation for use. How to Use the Compilation 4 A. Description of Information in Resumes 4 B. How to Locate Desired Materials 7 1. Subject Index 7 2. Author Index 8 III. How to Order Materials. Resume Section 21 X. Subject Index iii Preface This publication contains abstracts and indexes to selected materials related to wastewater treatment and water quality education and instruction. In addition, some materials related to pesticides, hazardous wastes, and public participation are included. Also included are procedures to illustrate how instructors and curriculum developers in the water quality control field can locate instructional materials to meet very general or highly specific requirements in their programs. Supplements to this publication will be issued periodically. For further information about these materials contact: What types of materials are included in IRIS? The EPA Instructional Resources Center water acquires, reviews, indexes, and announces both print books, modules, units, etc. Materials selected must be available from some source for announcement. How are materials entered into IRIS? We request that people assist us in locating materials for the system. If you have materials you believe to be useful to others, please send two copies if possible to the: Availability of the materials is checked, and the materials are abstracted and indexed. The abstract describes the contents of the material. The index terms descriptors are concepts or terms used to describe the contents and the form of the document. See the Subject Index for a listing of those that have been used. The index terms are useful for locating materials manually, such as with this compilation, and also by computer. When items are processed they are entered on the IRIS water computer tape. How can a user locate materials in IRIS? All materials placed in IRIS water collection. Materials entered into the IRIS water collection can be located in two ways: A limited number of copies of the compilation in paper copy and microfiche are available free of charge as long as the supply lasts from the EPA Instructional Resources Center. After the free copies of the compilations are gone, copies will be available for purchase from the EPA Instructional Resources Center. Quarterly updates of the compilation are available by subscription on a yearly basis beginning November, The compilation and the quarterly supplements can be scanned and the subject index can be used for manual searches. Computer tapes of the IRIS water collection can also be searched by both batch and on-line computer searches. Individuals or agencies with computer terminals and telephone connection equipment can subscribe to BRS or Dialog and do their own searches if they desire. Plans are being made to mount IRIS tapes with other on-line vendors. Resources in Education RIE is published monthly and is available from: Superintendent of Documents U. Check if a college or university library close to you has a copy. Many libraries subscribe to RIE. Materials announced in RIE can be searched manually each month by scanning RIE or by checking the index terms in the back of each issue. Materials announced In RIE can be searched by computer also. ERIC computer tapes may be purchased outright but most users of the tapes gain access to them through three major database vendors: For the addresses of search services in your state that can search these databases, contact the: Users can view these materials on site at many locations to identify what they believe will be useful to them at no cost. The address and order information is in the back of each issue of RIE. Current Index to Journals in Education is published monthly and is available from: Materials announced in CIJE can be searched by computer also. Refer to the previous discussion of RIE concerning computer searches. Materials announced in CIJE can be located in journals at many university libraries. Many of the articles can be obtained from University Microfilms. For further information write to: Description of Information in Resumes Each resume is listed by EW number in numerical order in the resume section. Two samples of resumes are provided to

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Chapter 2 : Richmond | www.nxgvision.com

Leisure and Recreation of Exceptional Children: Theory and Practice Sherwood B. Chorost ABSTRACT. Exccprion;ll childrcn are often deprivcd of cpxcri-

Recreation Sightseeing Richmond boasts more than attractions of interest to visitors. A great place to start is with the Canal Walk along the James River in downtown Richmond, where visitors can meander for 1. The site served as a camp for Union prisoners of war but is now a popular recreation spot for Richmond residents. More canal history is reflected by the Kanawha Canal Locks, where Reynolds Metals Company has preserved two locks that were built in The Floodwall along the James River, built to minimize damage from storm-induced rising waters, has become a work of art in its own right with the Floodwall Picture Gallery of murals. A walking tour can transition from the Floodwall into the Shockoe Bottom District, where a variety of historic structures remain and have been restored post-flood. Thomas Jefferson designed the central portion of the classic building, the first of its kind in America. Visitors can find many examples of residential life in early Richmond, including Scotchtown, which was the Hanover County home that Patrick Henry occupied during the years of his Revolutionary War activities. The restored house and grounds are a national historic landmark. Supreme Court who lived in Richmond. It has been furnished with fine antiques by a Virginia citizens group. Lee as headquarters during the "Seven Days Battle" in It is now Henrico eastern division police headquarters. The late-Victorian estate Maymont, located in the heart of Richmond, has more than acres featuring a Victorian home and decorative arts , formal Japanese and Italian gardens, a unique arboretum, a nature center with an outdoor wildlife habitat native Virginia species , a demonstration farm, and a working carriage collection. Maymont opened the doors of its new Robins Nature and Visitors Center in late ; the center features a foot waterfall and exhibits describing the history and power of the James River. Agecroft Hall, a medieval manor house moved to Richmond from England during the s, is perched above the James River much as it originally overlooked the Irwell River. The house was built in England about the time Columbus was planning his voyage in to the New World. It is now a museum house open to the public and features an Elizabethan Knot garden. Also shipped to Richmond from England during the s were portions of the sixteenth-century English house, Warwick Priory. Situated in Windsor Farms, a fashionable residential area, it was originally a private home but is now a museum known as Virginia House. Sightseers can visit several other kinds of historic buildings in Richmond. At Hanover Courthouse, a young Patrick Henry successfully argued his first major case. Its Egyptian Revival architecture is regarded as the finest of its kind in the country. The Egyptian motif extends to the fence, which has posts shaped like mummy cases. History buffs may also find places of interest elsewhere in and around the Richmond area. Flowerdew Hundred is the site of an excavated, seventeenth-century English settlement in Prince George County, location of the first windmill in English North America. A visitors center in the former plantation schoolhouse features films and archaeological exhibits. Hollywood Cemetery named for its holly trees is the burial place of U. Stuart and 1, Confederate soldiers, along with members of prominent Richmond families. Atop the story City Hall is a sky deck from which visitors can obtain a sweeping view of Richmond and its environs. Plantation homes dating from the seventeenth century fan out on all sides of Richmond. Of special interest are the elegant James River Plantations to the east. Other Richmond area plantations include Belle Air c. Self-guided automobile tours, bus tours, walking tours, individual tours, and riverboat paddlewheel cruises as far down-river as Shirley Plantation are also available. Antique shopping is also a favorite pastime. Visitors and residents alike find relaxation and meaning along the statue-studded length of Monument Avenue. Lee, "Stonewall" Jackson, J. Stuart, Jefferson Davis , Bill "Mr. The Arts Council has established partnerships with all Richmond Public Schools in an effort to extend the performing and visual art experience to students of all ages. The Carpenter Center is the home of the Richmond Symphony and offers local ballet and opera, as well as Broadway shows and other productions of national acclaim. The Richmond Symphony and the Richmond Philharmonic remain

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dynamic musical entities in the area. The Richmond Philharmonic, a member-run orchestra, has entertained Richmond for more than 30 years and performs four or five concerts per season. Richmond is also home to a number of community orchestras and choruses, school and university musical organizations, and a growing number of other musical groups. The opera company operates a nationally-recognized In-School Touring Program to bring opera to the students, then brings the students to the opera with special Student Nights and Student Matinees. Outdoor performances are frequently presented at parks and public sites around the city. Theater of all sorts is plentiful. The company is based in the renovated Empire Theatre, the oldest theater still in use in Virginia. The Barksdale Theatre houses the oldest not-for-profit theater in the area and features professionally-staged productions throughout the year. For a more off-beat or contemporary theater experience, the Firehouse Theatre Project offers productions of off-Broadway and original works never before seen in the Richmond area. The Richmond Triangle Players push the envelope even more, in theater that explores alternative themes. Richmond also has three ballet companies: The Richmond Ballet is a professional ballet company, maintaining dancers on full-time seasonal contracts. Accompanied by the Richmond Symphony, it provides the best dance training in the state and attracts dancers from across the United States and abroad, with an impressive repertoire and touring schedule throughout the state and nation. The Concert Ballet of Virginia holds four repertoire programs per season featuring Virginia composers, choreographers, musicians, and dancers. The Latin Ballet of Richmond is a relatively recent addition, having formed as a non-profit in The company aims to fuse Latin dance styles with ballet in evoking the passionate cultures and histories of Spain and Latin America. The company educates and attracts diverse participants and audiences through its outreach activities and performances. The museum achieved an international reputation with the opening of the West Wing, which houses collections of nineteenth- and twentieth-century decorative arts , contemporary paintings and sculptures, and various eighteenth-, nineteenth-, and twentieth-century British, French, and American works of art. Further expansion is planned that will create more parking, improve the fire suppression system, and refine the sculpture garden. The museum houses more than 30 permanent galleries, as well as collections that are broad and varied: Another museum that has focused international attention on Richmond is the Science Museum of Virginia. The Science Museum also owns the Aviation Museum on the east side of Richmond and has plans to expand that facility with a new wing. Development at the Science Museum includes new exhibits on local industry and technology, as well as in-depth looks at ecosystems. The museum operates a Science-by-Van program that takes sciences out to the public schools. Besides the Science Museum and the Virginia Museum of Fine Arts , there are many other Richmond-area museums, all distinctive in character. Among its artifacts, the Museum of the Confederacy displays the sword and uniform worn by Lee when he surrendered at Appomattox. The uniform coat worn by J. Stuart when he was felled is displayed at the Virginia Historical Society Museum, visible bullet hole and all. The Fire and Police Museum, dating to the early s, uses window bars, a possible gallows, and fire poles to tell the story of its history as a jail and a police station. Memorabilia of Edgar Allan Poe is displayed in the Poe Museum; the eighteenth-century stone structure is believed to be the oldest in the city. Randolph, an African American woman who was a pioneer educator and humanitarian. The Black History Museum and Cultural Center of Virginia was founded in to preserve the oral, visual, and written records that commemorate the lives and accomplishments of African Americans in Virginia and to serve as a cultural and educational center for exhibitions, performances, and displays. Festivals and Holidays Richmond hosts several major celebrations throughout the year. Perhaps the biggest of all is The Big Gig, a day-long music festival in early July that offers classical Jazz, New Age , African, folk, and popular music performances staged at locations all over town. The Richmond Rhythm of the International Basketball League had their inaugural season in at the recently-renovated Richmond Coliseum, an air-conditioned dome that also hosts stage shows, concerts, college basketball, professional basketball and hockey games, ice shows, the circus, and professional wrestling matches. Professional hockey is the forte of the Richmond Renegades, who play in the East Coast Hockey League and take on opponents at the Freezer. The Richmond Speed play arena football, and the Richmond

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Kickers are the local soccer team to watch. In football action, the Gold Bowl Classic is one of 21 college games scheduled in the Richmond area during the year. When Richmond residents want to get out, the James River is the destination of choice. Kayaking and rafting instruction and trips are available, and fishing is also a popular pastime. Attractions along the James also include James River Park, one of the few wilderness parks in the United States that has an urban setting. The acre James River Park is just a tiny segment of what may be the largest amount of park space in any urban area of the country with a total of 24, acres of local, state, and national park land in and around the Richmond metropolitan area. The Pony Pasture loop trail is recommended as an easy, one-hour hike that passes through wetlands and meadows. Pocahontas State Park and Forest, south of the river in Chesterfield County, and several lakes surrounding the Richmond area offer myriad outdoor activities as well. Golfers can haul their clubs to any of a vast array of local and area courses, including the hole Belmont Golf Course and the 27 holes of family golfing at the Hollows Golf Club just west of Richmond. Private and public tennis facilities are also available, most notably the Arthur Ashe Center. Shockoe Slip, a cobblestoned riverfront area that used to serve as a cotton and tobacco trading district, is now a focus for nightlife, restaurants, shops, offices, and apartments. The Carytown section of Richmond features several blocks of unique and colorful shops and restaurants. The "On the Avenues" shopping area at the juncture of Libbie and Grove Avenues is a collection of 45 specialty shops intermingled with Victorian residences and sidewalk cafes, creating a boutique shopping experience. Just outside the city are outlet malls that attract numerous bargain-hunters, and Richmond is within easy distance of the renowned Williamsburg Pottery Factory. Richmond has cultivated an increasingly international flavor as a city, and its varied menu of restaurants is evidence. Barbecue and soul food eateries have a strong presence, with Italian and seafood spots running a close second. Other restaurant specialties include Argentinean, steaks, British, cheese and wine, Chinese, continental, French, German, Greek, Indian, international, Irish-American, Japanese, Vietnamese, Mexican-American, organic, Polynesian, regional specialties, southern cooking, and tea rooms. Richmond Visitors Center, N.

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Chapter 3 : National Association of Special Education Teachers: Recreation and Leisure Activities

Leisure and Recreation of Exceptional Children. Sherwood B. Chorost. Theoretical bases and practical applications of therapeutic leisure and recreation programs are discussed. Examples.

Being a contributing member of society Valuing diversity Offering compassion, caring, and support to others Being a responsible citizen Giving back to the community Exercising global stewardship Intriguingly, the four categories in Figure 2. Judging from the uniformity of responses from people all over the world, a hunger exists for curriculum that reaches beyond traditional academic domains to address concerns such as those so poignantly expressed in the famous letter to teachers from a Holocaust survivor see Figure 2. My eyes saw what no man should ever witness: So I am suspicious of education. Help your students become human. Your efforts must never produce learned monsters, skilled psychopaths, educated Eichmanns. Reading, writing, and arithmetic are important only if they serve to make our children more human. Adapted from *Teacher and Child* by H. Ginott, , New York: In a misguided effort to foster their skills development and independence, we have relegated our students with special needs to environments separate from the general student body. Although it is important for students to develop skills, it is difficult for them to feel that they belong when they are sent down the hall or to a different school from their peers. When we exclude or remove a child from the general education environment, we are tacitly instructing them that belonging is a privilege that must be earned. Norman Kunc describes the dilemma: At the same time, few would deny that the world is now dramatically different from the way it was in the days before social media and the information explosion in which we find ourselves today. The rapid proliferation of new technological discoveries, cooperative international businesses, and societal trends, combined with an exponential growth in available knowledge, makes it impossible for us to keep abreast of all there is to know. Meanwhile, our educational system is still organized as it was when the animating goals were to prepare workers for farm and factory labor, to sort out the elite for continuing education, and to assimilate new immigrants into a predominantly Protestant and Anglo-Saxon culture. Schooling must now be based on the assumption that modern society is globally interconnected, multicultural, and multilingual. To succeed in such a society, educators and employers alike encourage developing such traits as strong communication skills, creative problem-solving abilities, interpersonal skills, the ability to cope with adversity and uncertainty, and a willingness to engage diverse perspectives. The heart of the 21st century curriculum lies in learning both how to learn and how to maintain a lifelong passion for inquiry. When we assume student diversity rather than homogeneity, we can accelerate the transformation of our schools and better prepare every student for future success. What is the most prominent way of assessing student performance in the United States? Norm-referenced standardized achievement tests. If we agree with the tens of thousands of people who identify the development of skills related to belonging, mastery, independence, generosity, communication, and inquiry as important goals of education, what standardized achievement tests can we use to assess student performance in these areas? What, then, do we measure for students receiving special education services, and what are the results of these measures? As early as the s, research reviews and efficacy studies have measured the global school performance of students who receive special education services. Early studies showed that separate special education services had little to no positive effects on students regardless of the intensity or type of their disabilities. Subsequent large-scale studies yielded even worse results: In a review of three meta-analyses of effective special education settings, Baker, Wang, and Walberg concluded that "special-needs students educated in regular classes do better academically and socially than comparable students in non-inclusive settings" p. In their review of 36 studies of children with intellectual disabilities, Freeman and Alkin came to exactly the same conclusion. A study of 11, students with disabilities by Blackorby and colleagues found that students who spent more time in general education than their peers performed closer to grade level, had higher test scores, and were less frequently absent. According to the U. Department of Education, "across a number of analyses of post-school results, the

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message was the same: In fact, Kalambuga, Farrell, and Dyson found that the inclusion of students with disabilities has, for the large part, either neutral or positive effects on the rest of the students. Finally, it is important to note that there are racist and classist aspects to the continued segregation of special education programs in schools. It is well established that English language learners, students from low-income families, and students of color especially those who are black, Latino, or American Indian are grossly and persistently overrepresented in special education classes. Reber, Legal Issues Overall, the data speak volumes. In that time, circuit and federal court rulings have further clarified the intent of the law: Walter addressed the issue of "bringing educational services to the child" versus "bringing the child to the services. In , the U. Court of Appeals ruled in favor of Timothy W. The ruling clarified the responsibility of school districts to educate all children and specified that the term "all" used in IDEA meant to include every child with disabilities, regardless of severity. Holland that school districts must always consider the general education environment first when placing students with disabilities. School District of Valley Grove to keep Charles "Spike" Girty, a student with moderate disabilities, in the general education environment. IDEA requires only that Spike be able to receive educational benefits when he is in the regular class, and that the benefits he receives when in the regular class with supplementary aids and services not be far outweighed by the benefits he would receive in a self-contained segregated setting. School District of Valley Grove, p. If it is possible to provide inclusive education with appropriate supports and services and if the courts continue to favor that it is both effective and mandated by law, why not spend our limited time, energy, and money on trying to create successful inclusion experiences rather than continue with an ineffective, segregated system? Procedural Issues Few would disagree that paperwork dominates special education. Unfortunately, many assessments are intended to identify, label, and categorize students rather than to gather diagnostic information for instructional purposes. Further, an extensive examination of assessment reports by Ysseldyke and colleagues revealed that they can be highly unreliable. But even if they were reliable, there is no evidence to suggest that all children assigned to a particular category e. As teachers intuitively know, homogeneity among children who share a common label is a myth. The huge amount of special education paperworkâ€”timelines, meeting notices, drafts of educational goals, comprehensive reports, annual IEP reviewsâ€”serves merely as a "proxy" measure of actual student progress. For many special educators, parents, and advocates, the realization that questionable monitoring and assessment procedures are used to label a large proportion of our children has been the catalyst for demanding change in the educational system. Population Increases A major concern for special educators is the rising number of students identified as having disabilities. Such staggering numbers prompted the Vermont Department of Education to project that nearly 50 percent of its students "receive services from or are eligible for a variety of special programs serving students with disabilities, economic or social disadvantages, special talents, etc. The question presents itself: Is it the students who have the disabilities, or the educational system? Disjointed Incrementalism Our system of education is not so much bifurcated as balkanized: All of these categories of classes are well intended, but they were also each launched separately at different times and developed incrementally. More often than not, each discrete program has its own eligibility criteria, funding formulas, and advocacy groups that sometimes conflict with those of other programs; at the very least, they result in poor coordination and duplication of services, personnel, materials, equipment, and accounting. That so many "special" programs have been created for so many children suggests that we need a unified system of education to pull all of our resourcesâ€”and our childrenâ€”together. Funding The human and financial costs of creating separate education environments can be significant. When inclusive schooling was first proposed in the early s, the anticipated cost was often used as an argument against it. Some opponents of inclusion suggest that citing the potential cost savings is inappropriate and unethical. Of course, students should not be integrated into general education classrooms for financial reasons aloneâ€”what is best for children should always be the foremost rationale. But there is nothing wrong with being fiscally responsible. Philosophy Some people support inclusion for deep-seated philosophical reasons: These advocates see parallels in the struggles of the s and s, when white school officials blocked schoolhouse doors

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to keep black children out. This sense of inferiority affects the motivation of a child to learn [and] has a tendency to retard educational and mental development. To create a society in which all people are valued, we must first model that society in our schools. Demonstrations and Recognition More is learned from a single success than from multiple failures. A single success proves it can be done—whatever is, is possible. For those who need successful demonstrations to convince them that inclusion is possible and should be considered, the mounting worldwide support for the practice can be decisive. Seeing change in action turns the question from "Can such a thing be done? We invite you to examine the figure and to reread sections of the chapter for clarification. Then, we invite you to answer the following two questions: Rationales for Change Personally and professionally, which of the rationales are the most compelling to you? That is, which are most likely to lead you to support a unified, inclusive educational system of general and special education? Which of the rationales do you think your colleagues, supervisors, students, community members, and policymakers find most compelling? Your answers to these two questions are an important step in discerning both how beliefs and attitudes influence the creation of inclusive schools and how they can be influenced by a variety of rationales. The effects of inclusion on learning. Educational Leadership, 52 4 , 33 Engagement, academics, social adjustment, and independence. Reclaiming youth at risk: Our hope for the future Rev. Board of Education of Topeka, U. Social integration and severe disabilities: A longitudinal analysis of child outcomes. The Journal of Special Education, 25 3 , A comparison of student cognitive and social achievement for handicapped and regular education students who are educated in integrated versus a substantially separate classroom Unpublished doctoral dissertation. University of Massachusetts, Amherst. Academic and social attainments of children with mental retardation in general education and special education settings. Remedial and Special Education, 21 1 , 3 Inclusive schools movement and the radicalization of special education reform. Exceptional Children, 60 4 , School District of Valley Grove, 3rd Cir. Control theory in the classroom. Use of instructional time in classrooms serving students with and without severe disabilities. Exceptional Children 61 3 ,

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Chapter 4 : In Memoriam | Cal State LA

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In addition to the deanship, other administrative posts held by Dr. Miller had resided at Spring Valley Lake, near Victorville. Bonhard was the first fulltime member of the foreign language faculty and headed the Department of Foreign Languages and Literature until her retirement. He resided in Los Angeles. Chastek resided in Olympia, Wash. Morton came to the University in and served in the posts of Dean of Instruction, Dean of Educational Services and Summer Session, and Dean of Instructional Administration during his 22 years of administrative service before retirement in The Emeritimes, September G. Professor Percy served as a member of the University faculty from until his retirement in Funeral services were held at the San Gabriel Mission Church, where she was an active communicant. Maryann, 40, had been at Cal State L. The Academic Senate devoted its January 26 meeting to a memorial program for Maryann. No information is available on the exact time and place of death. She resided at W. He was elected Chairman of the English Department in , and was chosen two years later as Dean of the School of Letters and Science. Palmer made many contributions to Cal State L. In an unassuming and capable manner, he sought to create a consensus, to support and improve those standards. He was an individual of great kindness and wisdom, a friend and mentor to us all. Palmer was presented in the University Theatre on July A scholarship fund has been established in his name. Contributions may be sent to the University Development Office, Administration She had been granted emeritus status at the time of her retirement. While preparing for her career as a professional librarian, she served as secretary in the Extended Day Office. Doris earned her BA at L. She continued her studies after joining the professional staff of John F. She recently published a book, "Contemporary Art Trends. He was a member of the University faculty from to , and was a recognized expert on such subjects as capital punishment, violence, and social change. Born in Germany, Dr. Nahrendorf received his collegiate training at Leipzig University and the University of Southern California. A memorial service was held on cam-pus for Dr. Nahrendorf on June 2. A memorial scholarship fund has been established in his name. Contributions should be sent to the Development Fund, Administration Official word has been received that Frances E. Cake served on the University faculty from until her retirement in The Emeritimes, August J. He served on the University faculty from until his retirement in A noted composer and arranger, Dr. Beckstead was a string instrument instructor who specialized in the violin and the viola. He continued active in his profession until a few weeks before his death. He was a specialist in teaching technical writing, a field in which he was active throughout his life. He published more than 3, articles in the fields of electronics and mechanics, and was the author of some 60 books during his lifetime. Turner graduated from Cal State in He was granted emeritus status upon his retirement from the School of Education faculty in The Emeritimes, January H. Hall served on the faculty of the School of Business and Economics from to The family requests that anyone who wishes to remember Dr. Hall may do so by making a donation to the American Cancer Society. In addition to his career as an outstanding teacher, Professor Shroyer was also the author of more than a dozen books, including a series of novels set in the Indiana locale where he grew up. A prolific writer, his articles and reviews appeared in many publications. He was literary editor of the Los Angeles Herald-Examiner newspaper for a number of years. During the s he became involved in television as moderator, panelist and literary consultant for shows which received awards for their excellence. He was the lecturer in Cal State L. A winner of numerous awards and honors during his illustrious career, Professor Shroyer continued to receive recognition after his retirement from teaching. One of the latest was his election to membership in the exclusive British club, The Athenaeum. He is survived by his wife, Pat, daughter Madeline and two grandchildren. A scholarship fund in his name will be established at the University. A member of the University faculty from to , he earned his Dr. A member of the faculty from until retirement in , Professor Fetty was a pioneer in the development of both academic programs and physical facilities of the University from its beginnings on the Vermont campus to its relocation

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on the present site. Professor Fetty earned a B. Air Force colonel; he is survived by his wife, Archine V. They had resided in Santa Barbara since their retirement in . Funeral services were conducted at Forest Lawn Cemetery on December . Professor Epstein served on the School of Engineering faculty from to . He was granted emeritus status upon retirement last summer. She had been confined by illness for the past five months. Funeral services were held on February . Adams, who was 69, devoted her entire life to the education profession. After receiving two degrees from USC, she spent 15 years in educational research with the Pasadena city schools. A in as a teacher of graduate courses in educational measurements and evaluation. In addition she was the author of textbooks in her field of specialization. Among her other distinguished accomplishments were her selection as the inter-national president of Pi Lambda Theta, an honorary educational organization, and her years of service as secretary general of the International Council of Psychologists. Although she retired in , Dr. Adams continued to teach at the University part-time. She is survived by her husband and three daughters. Shepherd was very active in cam-pus affairs, especially in the Faculty Wives Club, which she served as president in . A memorial service was held at the Methodist Church there on March . The Emeritimes, March L. He also was interested in aviation education, had a private pilot license, was a Major in the Civil Air Patrol, and was a member and officer of the California Aerospace Association. In his professional field of secondary education, Rogers was a contributor to professional research journals and served extensively over the years on accrediting committees of the Western Association of Schools and Colleges. In addition to his degrees in the field of education, Rogers also earned a Doctor of Divinity degree in and became an ordained minister. The Emeritimes, September A. Bishop earned a B. He served as a principal, a superintendent of schools, and a member of the faculty of Brigham Young University before coming to Cal State L. The Emeritimes, March

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Chapter 5 : National Association of Special Education Teachers: Issue # Recreation and Leisure Activities

Leisure time activities such as gardening, hammering and nailing, and using puppets are said to develop socialization, attention span, and self-concept skills of trainable mentally retarded.

The contents do not necessarily reflect the views and policies of the U. Environmental Protection Agency, nor does mention of trade names or commercial products constitute endorsement or recommendation for use. How to Use the Compilation 4 A. Description of Information in Resumes 4 B. How to Locate Desired Materials 6 1. Subject Index 6 2. How to Order Materials 17 IX. Resume Section 19 X. Subject Index XI. Author Index Preface This publication contains abstracts and indexes to selected materials related to wastewater treatment and water quality education and instruction. In addition, some materials related to pesticides, hazardous wastes, and public participation are included. Also included are procedures to illustrate how instructors and curriculum developers in the water quality control field can locate instructional materials to meet very general or highly specific requirements in their programs. Supplements to this publication will be issued periodically. For further information about these materials contact: What types of materials are included in IRIS? The EPA Information Dissemination Project water acquires, reviews, indexes, and announces both print books, modules, units, etc. Materials selected must be available from some source for announcement. When materials are not readily available we attempt to make the materials available through some national information service for easier acquisition. How are materials entered into IRIS? We request that people assist us in locating materials for the system. If you have materials you believe to be useful to others, please send two copies if possible to the: Availability of the material is checked, and the materials are abstracted and indexed. The abstract describes the contents of the material. The index terms descriptors are concepts or terms used to describe the contents and the form of the document. See the Subject Index for a listing of those that have been used. The index terms are useful for locating materials manually, such as with this compilation, and also by computer. When items are processed they are entered on the IRIS water computer tape. How can a user locate materials in IRIS? Materials entered into the IRIS water collection can be located in two ways: The first compilation contained resumes of selected materials processed for the previous IRIS water collection and resumes of selected materials of items added to the IRIS water collection. A limited number of copies of the compilation in paper copy and microfiche are available free of charge as long as the supply lasts from the EPA Information Dissemination Project. After the free copies of the compilations are gone, copies will be available for purchase from the EPA Information Dissemination Project. Quarterly updates of the compilation are available by subscription on a yearly basis beginning November, The compilation and the quarterly supplements can be scanned and the subject index can be used for manual searches. Computer tapes of the IRIS water collection can also be searched by both batch and on-line computer searches. Individuals or agencies with computer terminals and telephone connection equipment can subscribe to BRS or Dialog and do their own searches if they desire. Plans are being made to mount IRIS tapes with other on-line vendors. Resources in Education RIE is published monthly and is available from: Superintendent of Documents U. Check if a college or university library close to you has a copy. Many libraries subscribe to RIE. Materials announced in RIE can be searched manually each month by scanning RIE or by checking the index terms in the back of each issue. Materials announced in RIE can be searched by computer also. ERIC computer tapes may be purchased outright, but most users of the tapes gain access to them through three major database vendors, Dialog, Systems Development Corporation Orbit , and Bibliographic Retrieval Services. For the addresses of search services in your state that can search these databases, contact the: Users can view these materials on site at many locations to identify what they believe will be useful to them at no cost. The address and order information is in the back of each issue of RIE. Current Index to Journals in Education is published monthly and is available from: Materials announced in CIJE can be searched by computer also. Refer to the previous discussion of RIE concerning computer searches. Materials announced in CIJE can be located in

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Chapter 6 : The Rationales for Creating and Maintaining Inclusive Schools

Transitioning exceptional children and youth into the community: research and practice. and recreation of exceptional children / Sherwood B. Chorost.

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Chapter 7 : Browse subject: People with disabilities -- Health and hygiene | The Online Books Page

Recreation and Leisure Activities Recreational and Leisure Activities This section of Transition Services looks at the importance of recreational activities for individuals with disabilities and the many options available.

Chapter 8 : Labour Market Profile - Nomis - Official Labour Market Statistics

These opportunities include the right to enjoy work, recreation and leisure and other "quality of life" experiences available in our society. References Kleinert, H., Miracle, S, & Sheppard-Jones, K ().

Chapter 9 : Full text of "Recreation"

Therapeutic Recreation Program and the Hattiesburg (MS) Public School District's Department of Exceptional Children and Health Services formed a partnership that has lasted (off.